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ABSTRACT

The report consists of a series of studies designed to assess the needs of sport management positions and evaluate sport management programs/curricula in institutions of higher education. Three surveys were conducted to determine: (1) employer expectations of sport managers; (2) employer evaluation of educational sport management programs/curricula from diverse perspectives; (3) existent components of sport management programs/curricula; and (4) student career objectives and program evaluation. Respondents to the surveys were employers of businesses and agencies with sport-related programs, university faculty in sport management programs; and undergraduate and graduate students currently enrolled in sport management programs. Results indicated the amounts of and/or the degree of importance of: (1) previous job-related experiences; (2) management/leadership task-related courses; and (3) emphasis on program areas within the curriculum. Evidence was also provided on comparison of availability and desirability of students for diverse types of management positions. Suggestions are made for program content and direction in sport management education. (JD)

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EMPLOYER EXPECTATIONS OF SPORT MANAGERS AND EVALUATION OF SPORT MANAGEMENT PROGRAMS IN THE UNITED STATES

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Employer Expectations of Sport Managers and Evaluation of Sport Management Programs in the United States

I'm Joy DeSensi and I'd like to introduce my colleagues from the University of Tennessee in the order in which we will present: Mary Dale Blanton, Department of Health, Leisure, and Safety; Dennie Kelley and Pat Beitel, Department of Physical Education and Dance. Pat is our research consultant and she will monitor any inquiries regarding research at the end of the presentation. We will be addressing employer expectations of sport managers and evaluation of sport management programs in the United States.

We're pleased to present our research to you primarily because it's a project in which many of you personally took part. We're grateful for your willingness and patience in filling out lengthy questionnaires and for your support.

The issue of the increase in the demand for sport mangement positions and specialists is evident and, at least among this group, supported. As sport assumes increasing importance in American life, and as sport management struggles to become established as a cross-discipline, the need for a new breed of specialist is surpassed by the need to more clearly define and characterize the emerging cross-discipline and for us to become accountable for the varied courses of study. In addition, critical questions regarding such curricula must be raised. For specific reasons, colleges and universities have responded to the demand by developing and offering sport management professional preparation programs. Also evident is the uniqueness of

each individual program as we compare and contrast course offerings of different institutions. Examining the various courses of study reveals that there are many different program titles and often times a variety of emphases available for individuals who want to study sport management. Based on the scope of sport managment, Parkhouse and Ulrich (1979) noted that due to the unique competencies required of each sport management setting, a single track curriculum fails in meeting the skills each requires. The pursuit of adequate curricula to meet complex and varied sport management needs is not an easy quest and must begin with a look at the work place and existing programs. Research is recommended to clearly define the parameters for each sport managment occupation. Although many of us may feel we are well beyond the point of defining the nature and curriculum of sport management, especially with the NASPE guidelines in place, there are still some of us in the embryonic stages of development, refinement, or evaluation and review of our sport management programs, not to mention those still struggling for academic acceptance and support. As we discuss the credibility of programs, it is critical that we engage in needs assessment and program evaluation from different perspectives.

Although the work which will be presented here is not a proposed curriculum model, it's development may ultimately lead to such a paradigm and a review of the literature follows along the line of curriculum development. A brief synopsis of the literature in this area indicates that there are studies which parallel our venture, but they are not similar in breadth nor specific focus.

The much stated point in the literature regarding the lack of empirical evidence as to the nature of the field of sport management is

well taken and has served as a motivator to the pursuit of our study. In addition to this work, Parkhouse (1978 & 1979), Parkhouse and Ulrich (1979), Ulrich and Parkhouse (1982), Quain and Parks (1986), and Parks and Quain (1986) have gathered empirical evidence regarding the nature as well as the needed directions for this field. In 1978 and 1979 studies, Parkhouse examined the current direction of graduate study in sport management. In her work, information was provided from the employers of graduates of sport managment programs as to whether the competencies acquired from this type of preparation adequately met the requirements of the job. Another phase investigated data on applicants, job demand and job placement. Results of this study revealed findings which included that: (a) programs were inbred; (b) physical education courses accounted for a sizable majority of the preparation experience; (c) practitioners preferred a business-related emphasis, and that (d) employers were dissatisfied with current preparation. A 1980 study by Parkhouse indicated that curriculum offerings should meet the needs of a variety of sport-related occupations. Again, it was noted that no one type or track of curricular offerings will satisfy all needs (Ulrich & Parkhouse, 1982).

In a 1982 study, Ulrich and Parkhouse proposed an alumni-based model to curriculum design in order to review the work demands of graduates of sport managment programs. This model relied on the assessment of curriculum by alumni in addition to performance ratings of employers and measures of satisfaction by alumni in a regressional model to identify curricula leading to increased work performance and satisfaction. Questionnaires sought such responses as assessment of satisfaction with graduate training in sport management, assessment of

the importance or applicability of courses available during graduate training, and assessment of alumni's work satisfaction. The alumni of graduate level sport management programs chose the internship, public relations, communications, management principles, and athletic administration as the most applicable or relevant courses (Parks and Quain, 1986, p23). In addition, employers rated the performance of the alumni. It was noted in this study that as the sport management setting becomes more complex, curricula must become more flexible to meet the needs of graduates (Parks & Quain, 1986).

In their survey, Quain and Parks (1986) determined projected vacancy rates in sport management careers as well as professional competencies within the categories of fitness, promotion, marketing, management, sport, and aquatics. It was noted that, for well prepared individuals, jobs are available in these areas (Quain & Parks, 1986). In addition, Parks and Quain (1986) explored curriculum content, reporting that across the six career categories, management, interpersonal communication, public relations, and budgeting were among the top 10 choices of general content areas for study. These results paralleled the work completed by Ulrich and Parkhouse (1982). The internship or field experience was noted as an important part of the sport management preparation. This fact was also noted by Ulrich and Parkhouse (1982) and will be brought out in this study in a slightly different manner. In order to contribute to the body of knowledge upon which to establish the theoretical basis and content for programs to meet the demand for sport managers, our work which is in reality a series of studies was designed. It specifically determines: (a) employer expectations of sport managers, (b) employer evaluation of

educational sport management programs and curricula from diverse perspectives, (c) existent components of sport management programs and curricula, (d) student career objectives and program evaluation, and (e) the interrelationships among these components. Initially 15 categories of sport management areas were designated (refer to handout). Only some of the categories were chosen to exemplify the scope of the differences in the business/agency responses. Due to the timeframe, it would be impossible to share every aspect of each category within the study. Respondents for the three surveys were then randomly selected: (a) employers within the fifteen categories of businesses and agencies with sport related programs, (b) university faculty responsible for all known sport managment programs, and (c) undergraduate and graduate students currently enrolled in selected sport management programs. The sample for the total study included over 1,000 employers with stratification across the 15 business/agency categories and across the nation using the AAHPERD districts, all college/universities known to offer undergraduate or graduate sport management programs. We had approximately a 70% response rate on these two categories. There is a limited sample of student responses, but there is much consistency of student responses across a number of colleges/universities, and undergraduate and graduate programs. Findings of the needs assessment provided evidence between/among the diverse business/agency categories noting the relative degree of importance of: (a) criteria for hiring sport management personnel and on the job success, (b) types of management/leadership tasks and work load, (c) educational background, and (d) specific certifications and training.

Results of the program evaluations from the business/agency, college/university faculty and students' perspectives indicated the amounts of and/or degree of importance of: (a) previous job related experiences/practica/internships, (b) management/leadership task related courses, and (c) emphasis on program areas within the curriculum. In addition, the comparison of availability within businesses and agencies, and the desirability of students for the diverse types of management positions with business/agency salary ranges for diverse types of management positions are examined. The interrelationships between/among the perspectives of business/agency personnel, college/university faculty and student majors concerning the nature of programs, degrees, and positions were determined. Mary Dale Blanton will now discuss the findings regarding the business/agency category.

The purpose of this portion of the study was to obtain from sport management personnel in the business/agency sector the following:
(a) assessment of needs of sport management positions, and
(b) evaluation of sport management programs/curricula.

RESULTS

Please turn with me to the back of page five in your handout. The basis for the results of the degree of importance of eight criteria for both hiring and on-the-job success was a five point Likert type response of very important, important, neutral, unimportant, or very unimportant. The graphs on the back of page five depict the percent of respondents who felt each of the eight criteria (in the key on the right) were important or very important for hiring, on the left side of page five, and on-the-job success, on the right side of page five.

Several key points can be made across all selected business/agency categories:

1. More than 60% of the respondents felt that all eight criteria were important considerations for hiring sport management personnel.

2. Seven of the eight criteria were important criteria for on-the-job success of sport management personnel

3. The two criteria important for hiring to 90% of the respondents were communication skills and personality while the two criteria important for on-the-job success to more than 90% of the respondents were communication skills and management skills.

4. The rank order of the criteria was significantly ($p < .05$) different for hiring and for on-the-job success across all business/agency categories.

It is important to look within each business/agency to contrast the differences in hiring and on-the-job success. Some agencies were similar and some were markedly different.

In contrasting Intramural/Sport Clubs and Private Sport Clubs, 90% of the respondents in the Intramural/Sport Club setting indicated leadership skills were important for hiring whereas public relations were more important for hiring sport management personnel in private sport club settings. For on-the-job success, personality and public relations were important for personnel in Private Sport Clubs and work stamina was important for personnel in the Intramural/Sport Club setting. Looking specifically at College/University Athletics and Professional Sport in terms of criteria important for hiring, management skills and public relations were important to 90% of the respondents while personality was an important criteria for on-the-job success.

In the Local Government and Voluntary Agency categories, leadership skills, management skills, personality, and work stamina were important for hiring and for on-the-job success.

The basis for the results in percent of workload for management tasks were an open-ended indication of the percent of workload across all business/agency categories for a total of eight tasks and a chance to indicate other tasks. This summary may be found at the top of page six in your handout and indicates where the percent of workload of specific management tasks fell within the identified range. For example, respondents said that the management task of directing was 20-25% of the collective workload of their sport management personnel. The key points from these results were:

1. The majority of responses grouped strongly into one specified range. These were the management tasks of communication and directing (20-25%); planning and organizing (10-20%); evaluating, staffing, budgeting, and controlling (5-10%).

2. Other identified tasks included as component parts of the workload were: public relations, teaching, sales, fund raising, lobbying, and facility supervision.

In examining the required degree levels for personnel in business/agency categories, please look with me at the bottom of page eight in your handout. There was an indication that there are sport management positions within the business/agency settings with all three degree levels. In summary:

1. Fifty percent of the respondents in the Intramural/Sport Clubs, College/University Athletics, Voluntary Agencies and Sport Organizations indicated that a bachelor's degree was required for one-

five sport management positions in their settings.

2. Eighty-four percent of the respondents in the Intramural/Sport Club settings indicated the primary degree requirement was a masters' degree.

3. Over forty percent of College/University Athletics and Sport Organizations also indicated a master's degree was required for one-ten positions.

On the back of page six on the left side of your handout, the results of the importance of sport management degrees for full-time employment is illustrated. Within the full-time positions available in sport management businesses/agencies, the following breakdown existed. For the sport management degrees depicted, there was a significant ($p < .05$) difference in the rank order. More than fifty percent of the respondents preferred that personnel in full-time positions have a major in sport managment. There were some responses in all business/agency categories (except Sport Organizations) that either a major or a minor in sport management was required for full-time positions. The preference of a minor was indicated by the fewest respondents. Again, it is important to look within each business/agency category to contrast the difference in their degree expectations for full-time employment.

Businesses and agencies were asked to note 23 curricular areas and/or courses important for prospective employees in their particular setting. Based upon a Likert type response to 23 courses or curricular areas, 90% or more of the respondents felt the five most important courses and/or curricular areas for their setting were:

1. <u>In Intramural/Sport Club settings</u>--communication,

administration, policy development, program planning, and supervision.

2. In College/University Athletic settings--administration, public relations, leadership, organization/management and personnel management, and communication.

3. In Private Sport Club settings--communication, finance, marketing, program planning and public relations.

4. In Professional Sport settings--communication, computer utilization, motor/sport skills, budgeting, and finance.

5. In Local Government settings--budgeting, communication, finance, leadership, and personnel management.

6. In Voluntary Agency settings--program management, program planning, leadership, communication, and budgeting. In summary, communication across all business/agency categories was ranked very important by ninety-five percent of the respondents. It is important to note that sport management employers in different settings view different courses and/or curricular areas as important and unique to their setting.

In terms of the least important courses and/or curricular areas, any strength of feeling with moderately high percentage of responses was in the neutral range. Very few respondents indicated that particular courses/curricula areas were unimportant. When it was indicated, three categories were identified by a few respondents across all business/agency categories and those were sport law, labor relations, and retail sales.

The results of the importance of sport/leisure study areas are illustrated on the right side of the back of page six in your handout. Of the seven sport/leisure study areas identified on the survey and

evaluated with a Likert type response, three of the areas were identified by more than fifty percent of the respondents as important background for prospective sport management personnel. They were current issues in sport, philosophy of sport, and psychology of sport.

Again, it is important to note that across business/agency categories differences regarding the importance of particular sport/leisure study areas occurred in terms of uniqueness of the setting. Private Sport Clubs indicated consistent strength in three areas, i.e., more than 80% of the respondents felt these were important--current issues in sport, sociology of sport and philosophy of sport. Although 60-75% of the respondents in Intramural Sport Clubs felt current issues in sport, philosophy of leisure and recreation, philosophy of sport, and psychology of sport were important, the strength of support was not as strong. In looking at Local Government and Voluntary Agencies we see that over 50% of the responses from Voluntary Agencies felt that all areas were important to have except history of sport, and philosophy of leisure and recreation; while over 50% of the Local Government respondents indicated all areas were important except history of sport, with philosophy of leisure and recreation being the most important sport study area for prospective employers. Business/agency sport management respondents also indicated certain certifications were expected for sport management employees across all categories. These results are found on the left side of page seven in your handout.

Across all categories, four certification areas were mentioned as being important: (a) American College of Sport Medicine, (ACSM), certifications; (b) advanced first aid; (c) CPR; and (d) life saving.

It should be noted that there was an extreme range in terms of how each business/agency viewed which certifications were the most important. In college/university Athletics and in Professional Sport settings, support for certifications were not strong, i.e., they were indicated by 50% or less of the respondents. In contrasting Intramural/Sport Clubs and Private Sport Clubs, there is almost an inverse relationship of the rank orders of certification expectations. Local Government and Voluntary Agency certification expectations were consistent with life saving, WSI, and YMCA certifications being slightly higher from respondents in Voluntary Agencies.

The last section of the study is focused on the nature of the work experiences for best preparation of sport management majors for business/agency positions. Across all categories of businesses/ agencies, personnel identified work related experiences as the most important type of experience beyond the basic college curriculum. Extra curricular activities were also experessed as being an important experience for potential sport managers.

The type of work related experiences expected can be summarized into three categories: (a) administration/management, (b) programming, and (c) experiences related to each specific business/agency setting. Respondents identified administrative tasks as being important work experiences. These included: (a) personnel management, (b) organization and planning, (c) budgeting, (d) public relations, (e) computer applications, (f) marketing, (g) sales, (h) facility managment, (i) research, and (j) writing reports. Selected programming experiences cited were scheduling, officiating, general programming, tournament construction, informal recreation experience, instruction,

fitness testing, and special event organization. Communication was mentioned by all respondents across all categories as an important focus for work experience. Business/agency personnel in all categories expected prospective employees to have work related experiences unique to each specific business or agency setting in which the prospective employee was interested; e.g., personnel in private sport clubs expected prospective employees to have work related experiences in a private club setting.

Within the business/agency categories personnel indicated that both practica and internship experiences were very important. Please refer to the right side of page seven in your handout. In some business/agency categories practica were indicated as more important that internships; while in others interships were indicated as more important. There seems to be no clear pattern in terms of the most important of the two across business/agency categories.

The view was expressed that sport management is a unique area of study and that knowledge in all aspects of sport is important. It was noted that to have generic management skills is insufficient preparation for the sport manager and that the practica/internship experience is important in order to understand the sport managment setting.

Now Dennie Kelley will share with us the results of the college/university and student surveys.

College and University Professionals

This portion of the presentation will focus on the responses from professional colleagues at colleges and universities from across the

country. Student opinions and perceptions based on data from student responses to questionnaires will be incorporated when appropriate.

One question that was dealt with in the faculty questionnaire referred to the dissemination of the educational philosophy and/or program objectives for the graduate and undergraduate programs. Approximately 50% of the reporting institutions indicated this information was formulated and distributed in written form. Of those who reported that the information was in written form, about 3/4's indicated that this information was conveyed to students through class materials. Forty percent disseminated the information through the college/university catalog, and only 20% had the information available in student handbooks. One third (33%) of the respondents indicated that course checksheets had been developed for the graduate and undergraduate programs; however, this is not the best way to convey philosophical beliefs or even program objectives. This lack of a written program philosophy is an apparent weakness. It is critical that we establish clearly defined program objectives, differentiate the distinctions between the purposes of undergraduate and graduate education, and disseminate this information.

One of the distinctions between graduate and undergraduate education is in the area of research opportunities. The first graph reveals that (graduate research opportunities) none of the responding institutions required a thesis at the masters level while only 40% required a project.

In the student questionnaire (graph #2), 26% of the graduate respondents indicated that they felt people in general did not respect their major. Also, on the same transparancy, you can see that 15% of

the graduate students respondents did not find the sport management coursework challenging. As Quain and Parks in a 1986 article in JOPERD have stated we must ...demand excellence in all aspects of professional preparation...." (p. 19), and through excellence we will gain more respect for self and from others. The development of research skills for our graduate students and the assurance of providing challenging programs and coursework should help to erradicate the perception of lack of respect that seems to be embedded in some people's minds.

The program objectives for the graduate degree in sport management centered around the preparation of students with theoretical and practical knowledge that would enable students to assume mid-level sport management positions in schools, corporations, and agencies. The undergraduate program objectives were more diverse and ranged from the professional preparation of students for entry level sport management positions to helping students qualify for graduate programs in sport management to offering non-teaching career options related to sport. At least one graduate program limited the curricular offerings to the development of health/wellness program directors, while other programs at both the graduate and undergraduate levels offered a variety of specializations. Athletic administration was the most frequently offered specialization at both levels, while tourism and leisure as a specialization was offered in the fewest number of programs. (graph #3) Twenty-seven percent of the respondents required a minor, and 40% of the required minors were in business. If a minor was not required, 69% of the respondents required some type of specialization.

The practica/internship experiences at both the graduate and undergraduate levels appear to be the foundation for many of the

programs in this study. This is the most frequently required, and, I might add, has the highest potential for abuse of any course that was mentioned. As indicated on the graph (#4, practica offerings across degree levels), 71% of the master's programs and 75% of the doctoral programs required a practicum experience. Interestingly the percentage for required practica experiences was the lowest (at 59%) for undergraduate students. And as the next graph (#5, internship across degree levels) depicts, almost 60% of the responding institutions offering doctoral programs required an internship. The percentage of institutions requiring undergraduate students to complete an internship falls in between the masters' and doctoral program requirements, with 63% of the respondents indicating that the internship was required for undergraudates. The purpose and objectives of the practica and internship seemed to have a common thread to provide opportunities for students to apply theoretical knowledge in practical situations. One characteristic that emerged, that distinguished the graduate internship experience from the undergraduate, is the opportunity to conduct research in a specific area of interest such as organizational behavior.

The credit hours ranged from zero at the graduate level to 15 quarter hours at the undergraduate level. As one might expect, the graduate credit hour requirements were much less defined than the undergraduate requirements. Many of the respondents indicated that at the graduate level the work experience varied with each student, and the number of hours and the types of experiences should be determined by the student and the advisor. Some respondents voiced very strong feelings that the practica/internship should be offered at the graduate

level only as a remedial course without credit for students who were deficient. The clear expectation by these respondents was that graduate students should be designing and conducting research studies and that work-related experiences for credit should have been completed at the undergraduate level.

For the undergraduates the trend seemed to be a gradual introduction to the work place. Some resondents indicated that 1 or 2 practica experiences of 2-4 quarter hours were required for undergraduate students before completing an internship of 12-15 quarter hours. The practica experiences were typically held on-campus at athletic and intramural departments, in ticket offices, sports information offices, and budget offices.

As mentioned earlier, the practica/internship courses hold the potential for exploitation of students as well as the potential to depreciate the credibility of sport management programs. Students can be exploited as "slave" laborers and required to work unreasonably long hours or during unrealistic time periods, such as during final exam week.

Supervision of the practica/internship is a major responsibility for those who offer work-related experiences for credit. (graph #6) Our credibility will be lost if we do not make absolutely sure that whomever is responsible for supervision is trained properly and that all parties involved, the student, the on-site supervisor, and the sport management faculty person, have a clear understanding of expectations and responsibilities. The NASPE Sport Management Task Force has recommended in the document, Guidelines for programs preparing undergraduate and graduate students for careers in sport management (p.5), that practica must be supervised and evaluated by

qualified faculty members and the recommended preference is for internships to be supervised and evaluated by qualified faculty members, also.

As you can see from the graph (#7), the practica and internship experiences were generally well-received by the students. When students were asked to comment on what would have made the practica and/or internship more beneficial the most frequent response was more contact from faculty and to be more closely supervised by faculty and on-site personnel.

The question of liability insurance presents another set of potential problems related to the practica/internship requirements. Should we require students to obtain liability insurance prior to enrolling in the practica or internship. According to our study we are not doing so...only 6% of the respondents indicated that their institutions required liability insurance during the practica and internship experiences. We may be placing our students, as well as ourselves, in vulnerable positions by being very lax in this particular area.

Now let's take a look at some typical course offerings in addition to the practica/internship courses for the graduate student in sport management. If you will look in your handout on p. 4 you'll find a rather extensive listing of courses that emerged from this survey. Similar course titles were identified by Ulrich and Parkhouse in their 1982 study. Five of the top 15 courses that they identified were communications related courses, such as sports writing and broadcast journalism. As Mary Dale Blanton has already reported, all of the business and agency categories in the study identified communications

skills as the 1st or 2nd most important criteria for hiring and for on the job success for sport managers.

Although you do not have it in your handout, the undergraduate pattern of courses is very similar. One of the major differences is that at the undergraduate level the word introduction is included frequently, e.g., Introduction to sport management and/or Introduction to sport studies.

Several respondents used this section regarding identification of course offerings to express their opinions about the direction the sport management profession should take. Some indicated that we should not be in the sport management business at the undergraduate level...that it should be a graduate program only. Other respondents pointed out that the word sport should not be used in any course titles that are directly related to business and/or mangement as this diminishes the respect and credibility from our colleagues in other disciplines. Many other respondents indicated just the opposite...that we need more sport specific courses, i.e., sport law and sport financing.

Similar comments regarding generic vs. sport specific were generated by the questions dealing with textbooks for graduate and undergreaduate students. The next two transparencies (#8 and #9) have lists of texts, in alphabetical order by author, of the most frequently mentioned books for graduates and undergraduates.

The next overhead (#10) reflects the 6 most frequently recommended journals as identified by the respondents in the survey. Sport, Inc. These are listed from top to bottom with the most

frequently mentioned to the least frequently mentioned, respectively.

Approximately two-thirds of the faculty respondents indicated that students were encouraged to join professional organizations; however, almost three-fourths of the students responded that they were not involved in professional organizations. One criterion associated with the definition of a profession is to haave access to a professional organization. The professional organizations most frequently identified by faculty are shown on the screen (#11). Perhaps students' responses of how they perceive peoples' respoect for sport management as a profession would be altered if we did a better job in this particular area.

The curriculum has been identified in this study and in other work by researchers such as Parkhouse and Ulrich, and is fairly well established in various sport management programs. The curriculum will be constantly revised and fine-tuned, but as a recommendation for further study it is now time for us to examine other related curricular issues such as what is the body of knowledge in sport management, should courses be sport specific or general in nature, and what can we contribute to the student growth experience that is not already contributed by departments of business and management. To conclude, Joy will offer some closing comments regarding the study.

SUMMARY

As a general summary the following significant points are offered.

1. There is a conflict between what college/university faculty members suggest as recommended degree levels and what businesses/

agencies suggest are required degree levels (p 10 in the handout). College/universities are indicating that the bachelor's degree is not needed and business/agencies indicate it is necessary.

2. College/university responses indicated that computer utilization is one of the least mentioned services which is obtained from business/agencies. On the other hand computer utilization with practical application to the job is one of the strongest desires identified by the students.

3. There is much commonality across the college/university student and business/agency regarding the strong importance of communication skills. This finding certainly supports the literature reviewed.

4. There is strong support for the theoretical conjecture that only one concentration does not adequately meet the needs of personnel for all business/agency settings because there are distict defferences in the criteria for hiring and on the job success and for the curricular emphases and certification expectations.

There is obviously much more data to be reported from this work. The next stage will be to develop the curricular model supported by the results of this research. Again, it is of paramount importance to critically examine the status of sport management programs from various perspectives in order to provide flexible curricula.

EMPLOYER EXPECTATIONS OF SPORT MANAGERS AND EVALUATION OF SPORT MANAGEMENT PROGRAMS IN THE UNITED STATES

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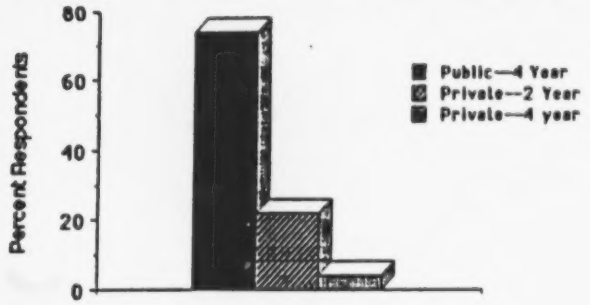
Abstract

According to theorists, there has been an increase in the demand for sport management positions. Although there has been a lack of empirical evidence, there is an emerging body of knowledge upon which to establish the theoretical basis and content for programs to meet this demand. Thus, a series of studies was designed to contribute to this endeavor by determining: (a) employer expectations of sport managers, (b) employer evaluation of educational sport management programs/curricula from diverse perspectives, (c) existent components of sport management programs/curricula, (d) student career objectives and program evaluation, and (e) the interrelationships among the four preceding components. Respondents for the three surveys included: (a) randomly selected employers in fifteen categories of businesses and agencies with sport related programs, (b) university faculty responsible for all known sport management programs, and (c) undergraduate and graduate students currently enrolled in selected sport management programs. Both qualitative and quantative data were collected on all three surveys. Cross tabulations of relevant categorical information were evaluated and chi square statistics were applied where appropriate. Qualitative responses were analyzed and synthesized to reflect opinions, details, and explanations. Results of the needs assessment provided evidence between/among the diverse business/agency categories of the relative degree of importance of: (a) specific criteria for both hiring sport management personnel and on the job success, (b) types of management/leadership tasks and work load, (c) educational background, and (d) specific certifications and training. Results of the program evaluations from all three (i.e., business/agency, college/university faculty, and student) perspectives indicated the amounts of and/or the degree of importance of: (a) previous job related experiences/practica/internships, (b) management/leadership task related courses, and (c) emphasis on program areas within the curriculum. Evidence was also provided concerning: (a) the comparison of availability within businesses/agencies, and desirability of students for the iverse types of management positions, and (b) business/agency salary ranges for diverse types of management positions. The interrelationships between/among the perspectives of business/agency personnel, college/university faculty and student majors concerning the nature of programs, degrees, and positions were determined. Based on the existent empirical evidence of these similarities and differences, suggestions for program content and direction will be presented.

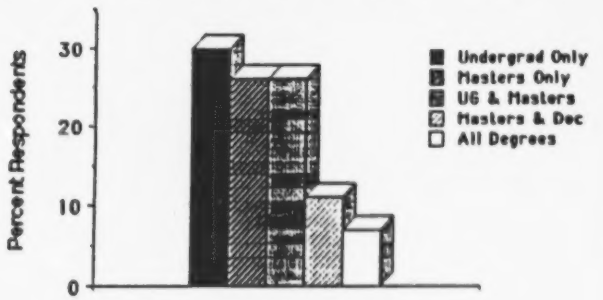
Key words: Sport Management, Employer Expectations, Program Evaluation, Curricula Components

Survey Sample of Colleges/Universities



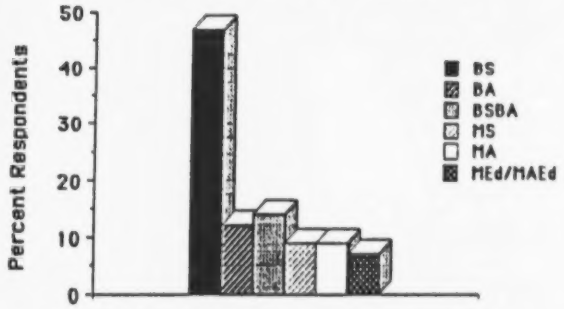
Types of Colleges/Universities

Survey Sample of Colleges/Universities



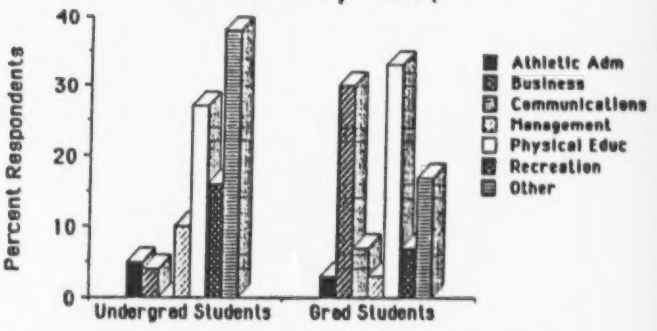
Types of Degrees Offered

Student Survey Sample



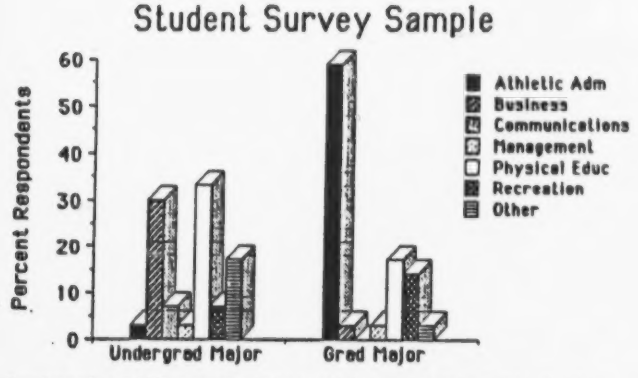
Current Degree Programs of Respondents

Student Survey Sample



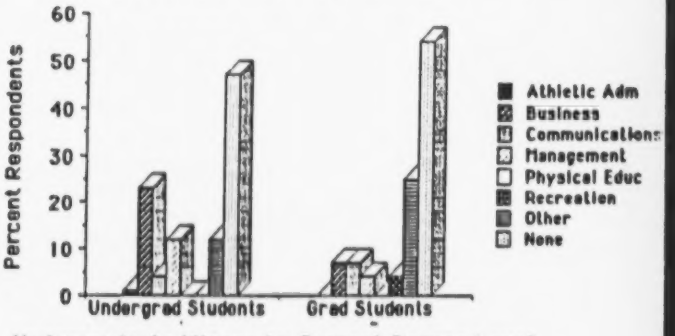
Undergraduate Majors by Current Degree Level

Student Survey Sample



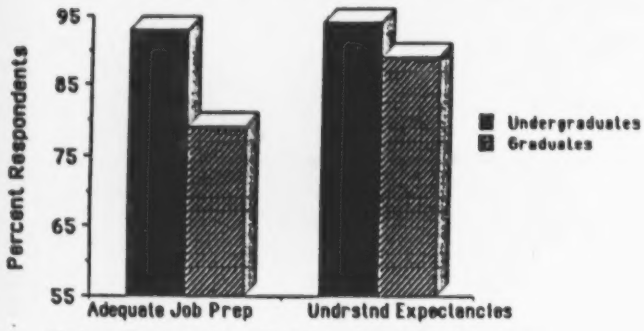
Contrast of UG and G Major of Current Grad Students

Student Survey Sample



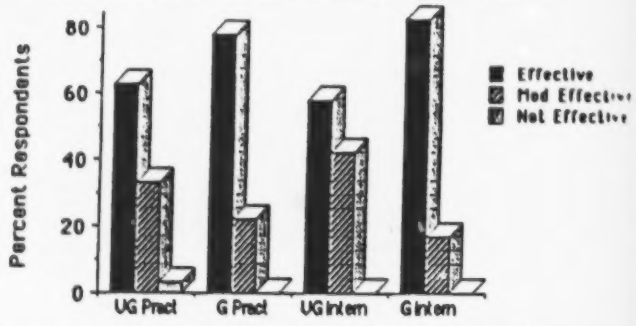
Undergraduate Minors by Current Degree Level

Curricular Evaluation: Students



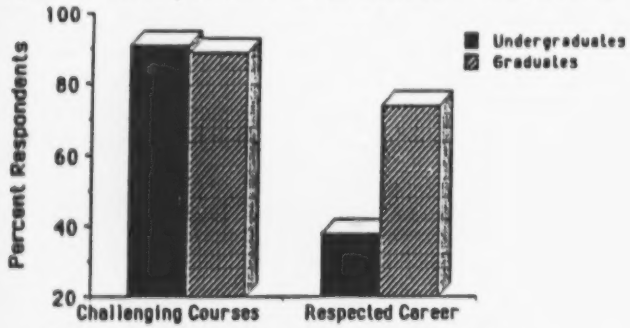
Gains Related to Future Job/Profession

Curricular Evaluation: Students



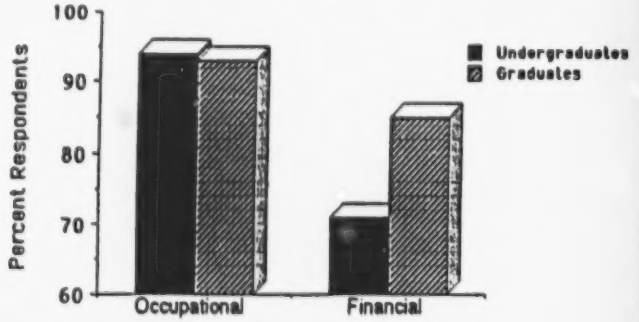
Quality of Practica and Internships by Degree Levels

Sport Management Evaluation: Students



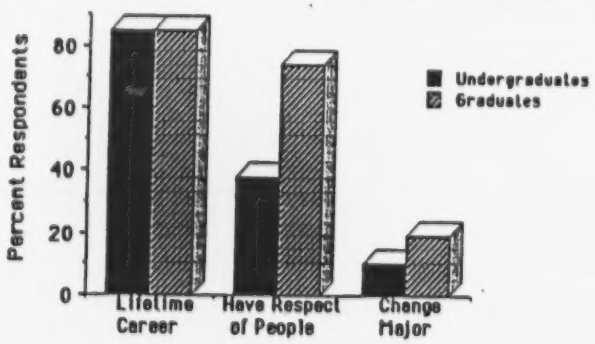
Student Perspective on the Profession

Sport Management Evaluation: Students

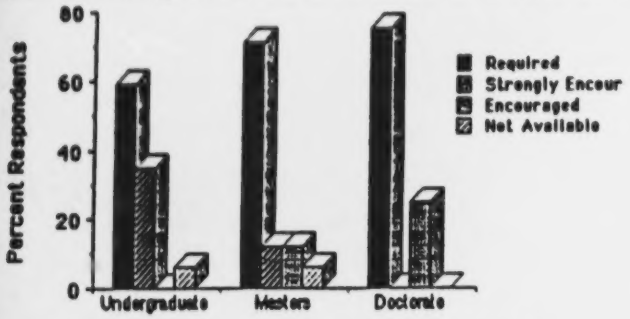


Facilitates Attainment of Goals

Sport Management Evaluation: Students

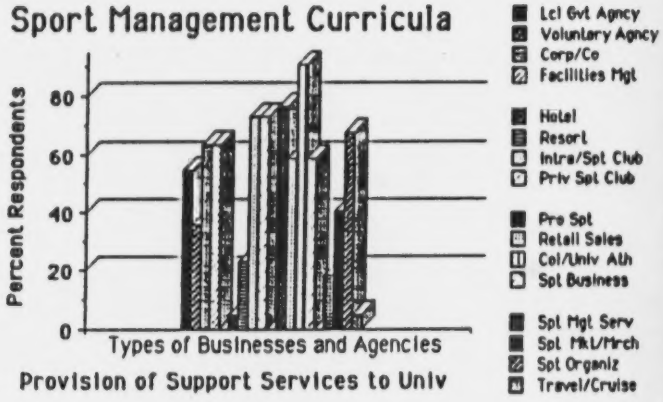


Sport Management Curricula: College/Univ



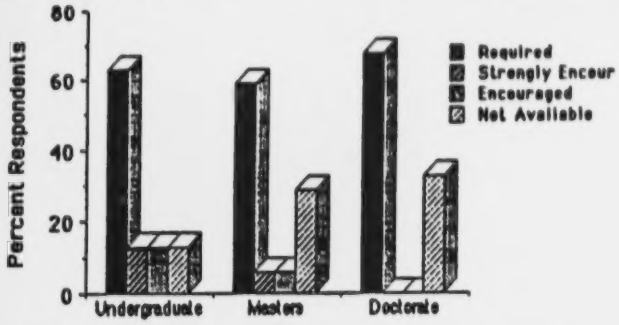
Practica Offerings across Degree Levels

Sport Management Curricula



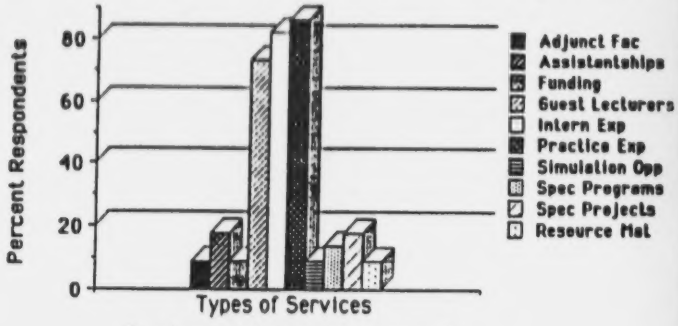
Provision of Support Services to Univ

Sport Management Curricula: College/Univ



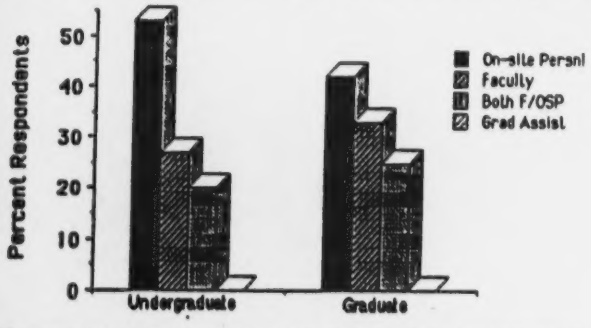
Internship Offerings across Degree Levels

Sport Management Curricula: College/Univ



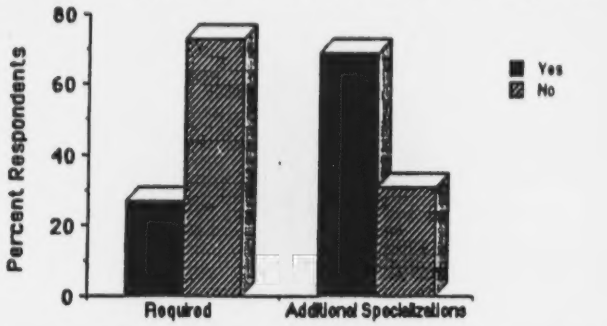
Business/Agency Support

Sport Management Curricula: College/Univ



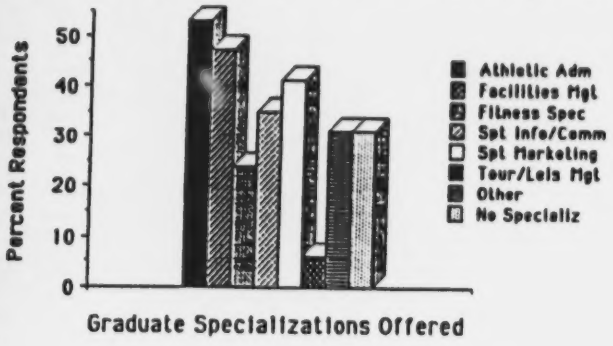
Supervision Responsibility of Practica/Internships

Sport Management Curricula: College/Univ

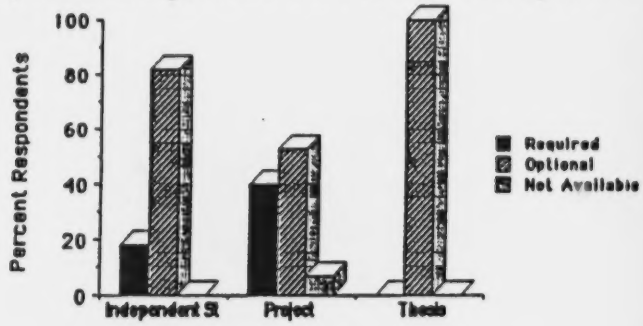


Minors Required: If Not, are Other Specializations Encouraged

Sport Management Curricula: College/Univ



Sport Management Curricula: College/Univ



Professional Journals
Recommended for Subscription on a Regular Basis

Athletic Business

Journal of Sport Management

Journal of Physical Education and Recreation

Athletic Administration

Club and Industry

NIRSA Journal

Professional Organizations
Faculty Encouraged Students to Join

NASSM
North American Society for Sport Management

AAHPERD
American Alliance of
Health, Physical Education, Recreation, and Dance

NIRSA
National Intramural and Recreational Sport Association

AFB
Association of Fitness and Business

Textbooks for Undergraduates

Chelladurai
Sport Management: Macro Perspectives

Daugherty and Bonanno
Management Principles
in Sport and Leisure Studies

Zeigler and Bowie
Management Competency Development
in Sport and Physical Education

Textbooks for Graduates

Jackson
Sport Administration

Lewis and Appenzeller
Successful Sport Management

Olsen, Hirsch, Breitenbach, and Saunders
Administration of High School and Collegiate
Athletic Programs

TYPES OF GRADUATE COURSES OFFERED IN SPORT MANAGEMENT

ADMINISTRATION/MANAGEMENT

Sport Administration
Athletic Administration
Administration of Athletics and Physical Education
Organization Administration
Administration of Interscholastic Athletics
Sport Management
Seminar in Sport Administration
Administration of Physical Education
Sport Management Administration
Management Processes
Principles of Administration of Athletic Programs
Principles of Management
Aquatic Administration
Case studies in Sport Administration
Structure and Function of Sport Organizations

FACILITIES

Facilities Management
Facilities for Health Physical Education Recreation & Athletics
Administration/Management in Recreation & Leisure Services
Facility Planning
Aera & Facilities in Physical Education Recreation Administration
Design and Management of Physical Education & Sport Facilities
Athletic Recreation Facility Planning & Management

LEGAL ASPECTS

Physical Education/Sport Law
Public School Law
Legal Issues in Sport
Legal Aspects of Sport Administration
The Law in HPER Services

ISSUES

Issues in Physical Education & Athletics
Issues & Problems of Administration
Contemporary Issues in Recreation/Sport Management
Current Issues & Events in American Sport

PSYCHOLOGICAL/SOCIOLOGICAL ASPECTS

Psychological Aspects of Sport
Sport in Society
Sport Sociology
Sport and the American Woman

HISTORICAL/PHILOSOPHICAL ASPECTS

History of Sport
History of Professional Sport
Philosophy of Sport
Philosophy and Principles of Health Physical Education

RESEARCH

Research in HPER
Research/Statistics
Research Problems & Sport Management
Research Methods
Research in Sport
Sport Statistics

APPLICATION

Practicum
Independent Studies
Internship
Project
Case Studies

RESEARCH OPPORTUNITIES

Thesis
Dissertation
Project

FITNESS/HEALTH

Health Fitness in Private Sector
Exercise Physiology
Cardiac Rehabilitation
Management Health Promotion
Science Basis of Athletics
Biomechanics

MARKETING

Sport Marketing
Marketing Sales in Sport and Leisure

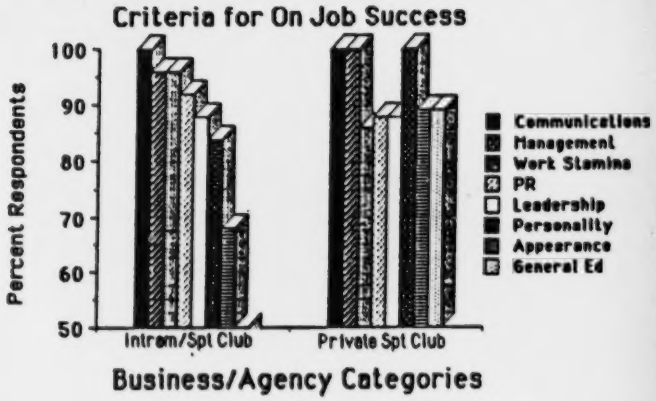
MISCELLANEOUS

Financial Aspects of Sport and Leisure
Athletic & Academic Counseling
Athletics in Education
School And Community Relations

GENERIC COURSES

Marketing
Computer programming
Personnel Management
Public Relations
Financial Accounting
Law
Finance
Administration
Personnel Administration
Journalism

Criteria for Hiring Sport Management Personnel
Percent Respondents
100
90
80
70
60
50
Intram/Spt Club
Private Spt Club
Business/Agency Categories
Communications
Leadership
Personality
Work Stamina
PR
Management


Criteria for On Job Success
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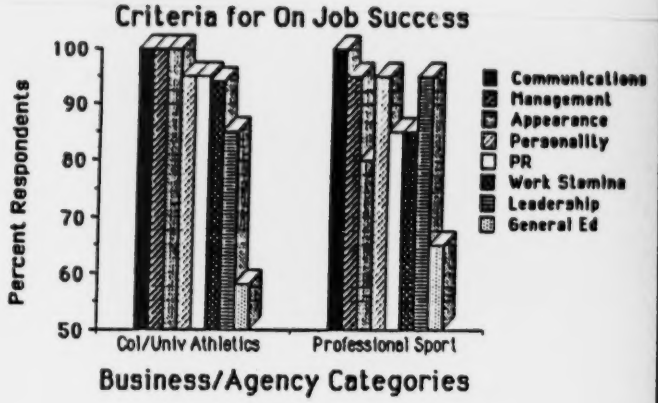
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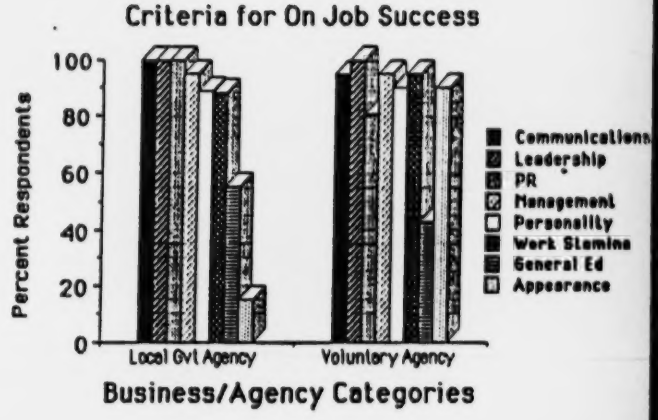
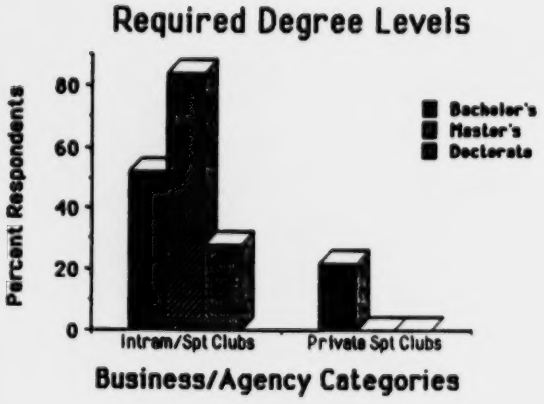

Criteria for On Job Success
Percent Respondents
100
80
60
40
20
0
Local Gvt Agency
Voluntary Agency
Business/Agency Categories
Communications
Leadership
PR
Management
Personality
Work Stamina
General Ed
Appearance

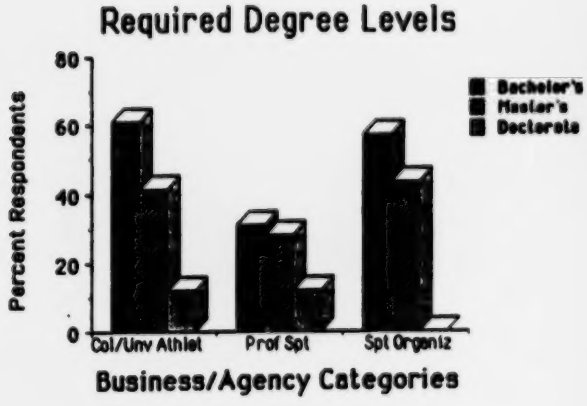
Percent of Workload for Management Tasks

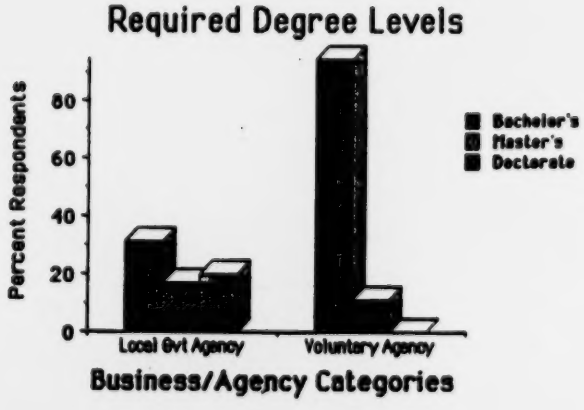
20-25% of Workload
Directing
Communicating

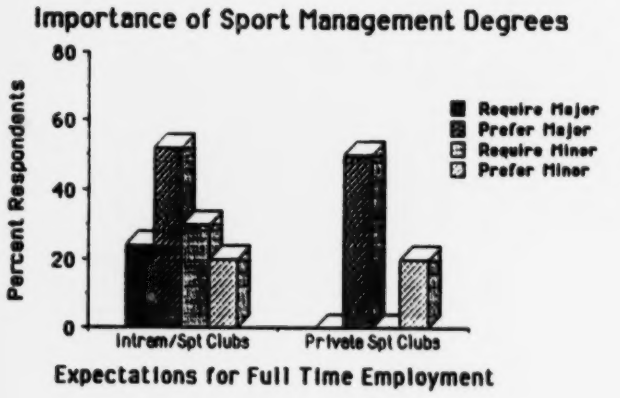
10-20% of Work Load
Organizing
Planning

5-10% of Work Load
Controlling
Evaluating
Staffing
Budgeting








Importance of Sport Management Degrees
Percent Respondents
80
60
40
20
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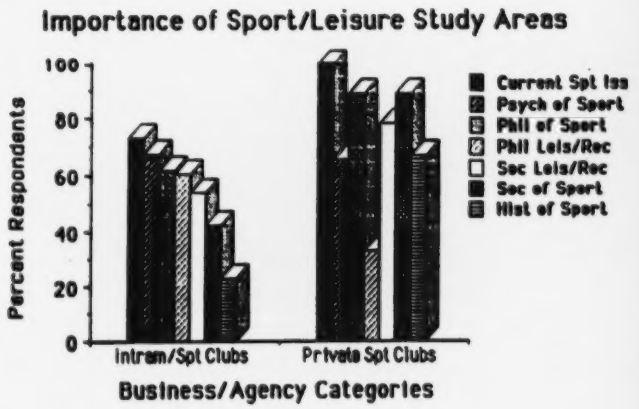
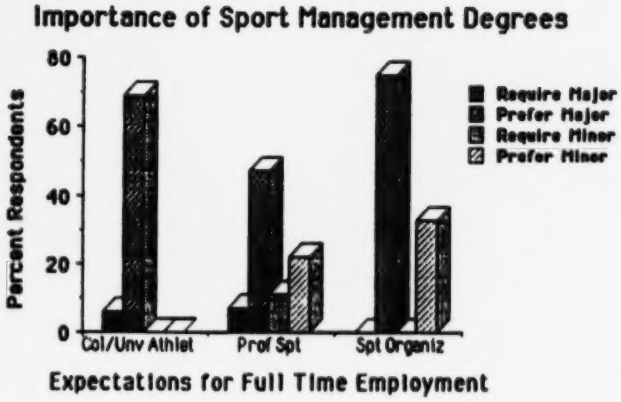
Require Major
Prefer Major
Require Minor
Prefer Minor
Intram/Spt Clubs
Private Spt Clubs
Expectations for Full Time Employment


Importance of Sport/Leisure Study Areas
Percent Respondents
100
80
60
40
20
0
Current Spt Iss
Psych of Sport
Phil of Sport
Phil Leis/Rec
Soc Leis/Rec
Soc of Sport
Hist of Sport
Intram/Spt Clubs
Private Spt Clubs
Business/Agency Categories


Importance of Sport Management Degrees
Percent Respondents
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40
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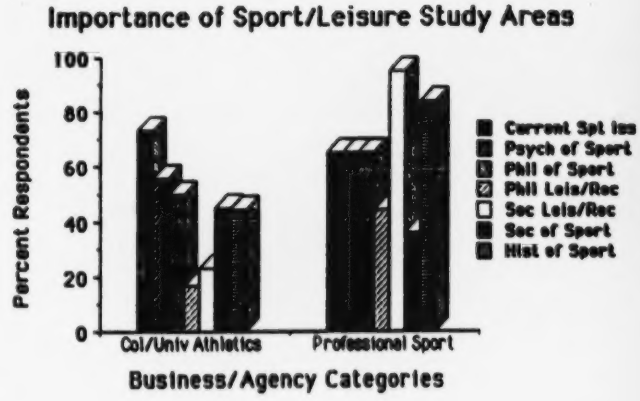
0
Require Major
Prefer Major
Require Minor
Prefer Minor
Col/Univ Athlet
Prof Spt
Spt Organiz
Expectations for Full Time Employment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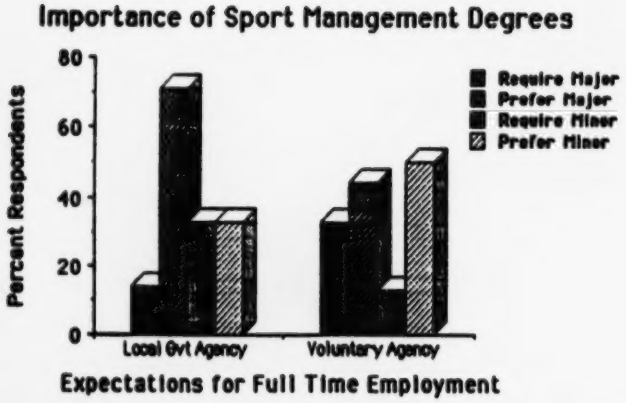
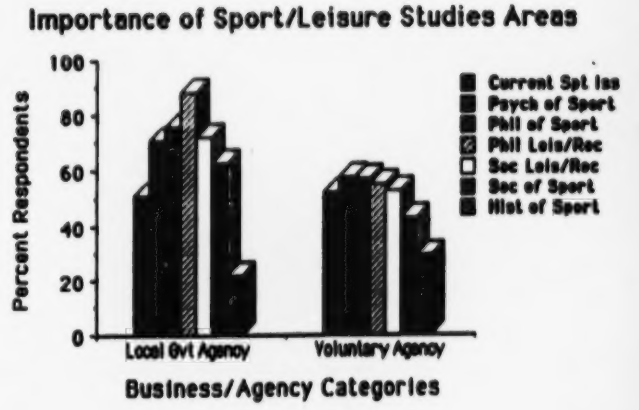
Professional Sport
Business/Agency Categories


Importance of Sport Management Degrees
Percent Respondents
80
60
40
20
0
Require Major
Prefer Major
Require Minor
Prefer Minor
Local Gvt Agency
Voluntary Agency
Expectations for Full Time Employment


Importance of Sport/Leisure Studies Areas
Percent Respondents
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80
60
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20
0
Current Spt Iss
Psych of Sport
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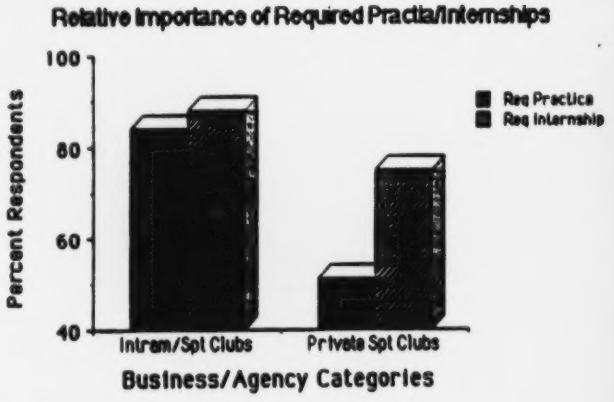
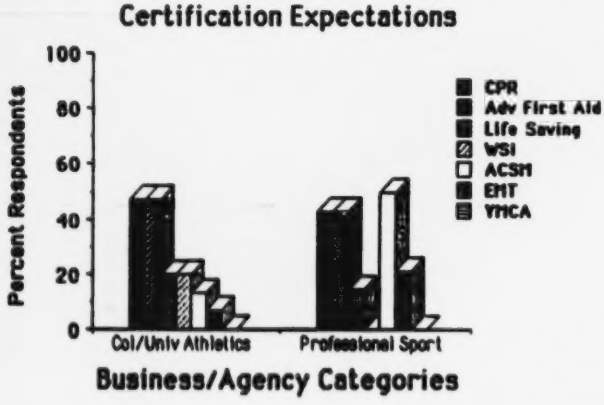
Phil Leis/Rec
Soc Leis/Rec
Soc of Sport
Hist of Sport
Local Gvt Agency
Voluntary Agency
Business/Agency Categories

Certification Expectations
Percent Respondents
100
80
60
40
20
0
Intrem/Spt Clubs
Private Spt Clubs
Business/Agency Categories
CPR
Adv First Aid
Life Saving
WSI
ACSM
EMT
YMCA


Relative Importance of Required Practia/Internships
Percent Respondents
100
80
60
40
Intrem/Spt Clubs
Private Spt Clubs
Business/Agency Categories
Req Practica
Req Internship


Certification Expectations
Percent Respondents
100
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20
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Col/Univ Athletics
Professional Sport
Business/Agency Categories
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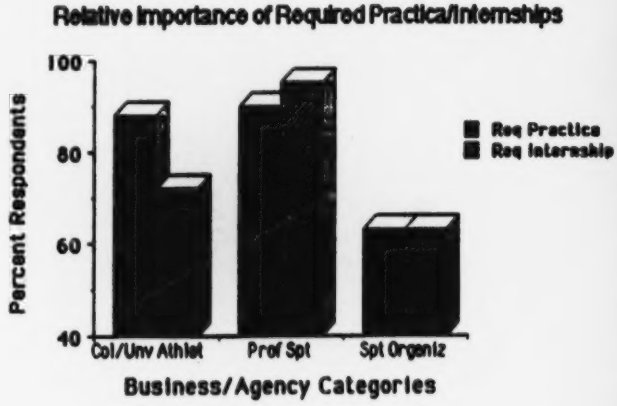
Relative Importance of Required Practica/Internships
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80
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Col/Univ Athlet
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Spt Organiz
Business/Agency Categories
Req Practica
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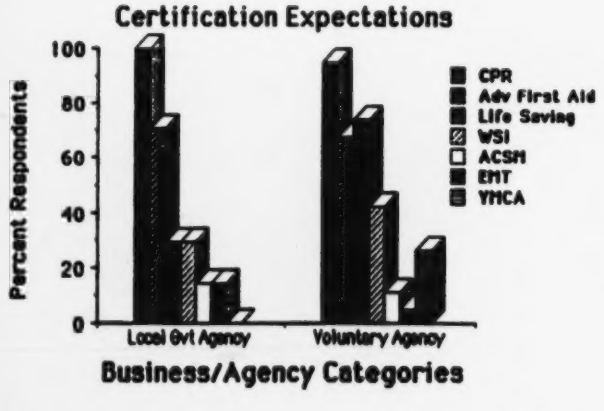
Certification Expectations
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Local Gvt Agency
Voluntary Agency
Business/Agency Categories
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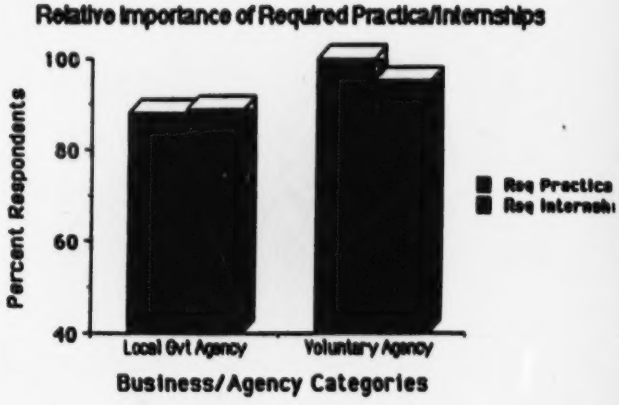
Relative Importance of Required Practica/Internships
Percent Respondents
100
80
60
40
Local Gvt Agency
Voluntary Agency
Business/Agency Categories
Req Practica
Req Internshi

DEFINITIONS**

SPORT MANAGEMENT

SPORT MANAGEMENT includes any combination of skills related to planning, organizing, directing, controlling, budgeting, leading, and evaluating within the context of an organization or department whose primary product or service is related to sport and/or physical activity.

SPORT MANAGEMENT CATEGORIES

AGENCIES - Non-profit organizations with the primary focus of providing recreation facilities, activities, and/or programs for its members, clientele or for the benefit of the community.

a. **Local Government Units** - Agencies created to meet the demands for specific types of recreation/leisure opportunities in cities, counties, and other special districts (Local park and recreation departments).

b. **Voluntary Agencies** - Non profit organizations supported primarily by membership fees and/or community funds that develop, implement, manage recreation/sport programs and/or facilities (Youth Organizations, Churches).

CORPORATIONS/COMPANIES - A business possessing an organized fitness and/or sports program and/or facility as an employee benefit (Oil Companies, Hospitals, Insurance Companies, Banks).

FACILITIES - The management of a profit making sports events facility for the purpose of spectator consumption (Dome Facilities, Arenas, Stadia, Coliseums, Racetracks).

HOSTELRIES

a) **Resort** - A profit oriented full service hostelry which provides area related programs and/or facilities for leisure pursuits; provides any one or more of the following: sun, water, mountains, snow, serenity, sport, and fitness activities.

b) **Hotel** - A profit oriented full service hostelry which provides a place for temporary lodging, and that provides health and leisure facilities and programs.

INTRAMURAL/SPORT CLUBS - Planning, organizing, directing, controlling, budgeting and staffing programs at the school/college/university level; associated with competitive sport programs oriented to the participant rather than primarily the spectator.

PRIVATE SPORT CLUBS - An organization providing exclusive opportunities in sport/fitness; may be supported by private memberships or if part of a large company, by funds from the parent company (Country Clubs, Executive Fitness Centers, Health, Golf, or Tennis Clubs).

PROFESSIONAL SPORT - An enterprise concerned with spectator consumption; also concerned with player management as well as the planning and management of specific sport events; uses marketing and promotional approach to sell admissions to events. (Professional Sport Teams, Managers, Coaches, Owners, Public Relations Personnel).

(OVER)

RETAIL SALES - The management, marketing, promotion and sales of sport equipment and clothing appropriate for consumer consumption (Sporting Goods Stores, Mail Order Companies).

SCHOOL/COLLEGE/UNIVERSITY ATHLETICS - An enterprise, such as a varsity team: individuals and programs associated with interscholastic and/or intercollegiate competition, player management and the planning and promoting of such events. (Athletic Directors, Administrators, Coaches, Sports Information Directors, Promotions Directors, Managers, Facilities Managers).

SPORT BUSINESSES - A profit oriented organization, usually based on open memberships (transient and local), which provides opportunities for the consumer in sport and fitness; concerned with profit/loss income. (Sport Clubs, Fitness Centers, Racquet Clubs, Spas, Hotel and Airport Clubs).

SPORT MANAGEMENT SERVICES - An organization or company which is associated with the management and/or promotion of athletes and/or sport events.

SPORT MARKETING/MERCHANDIZING - The marketing and distribution by manufacturers, wholesalers and retailers of sport related equipment and clothing to amateur and professional teams and individuals which includes sales, advertising, promotion, research, and marketing management.

SPORT ORGANIZATIONS - An administrative and functional structure for professional and amateur sport. An organizing body associated with the controlling, planning and organizing of events for various levels of sport participation; also responsible for the development and dissemination of information germane to specific sports (NFL, NHL, NBA, NCAA, AAU, National Sport Associations, Sport Conferences/Divisions (SEC, Dixie, Southwest, Big Ten Conferences).

TRAVEL/CRUISE - A profit oriented full service hostelry with programs and facilities for leisure pursuit which provides transportation via water to places of interest.

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